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Identification of gifted students in Bucks County, Pennsylvania, is made by individual and group testing, evidences of achievement and teacher opinion. Gifted students were placed in small, homogeneous classes. Special teachers and materials, special services other than teaching, and special library facilities were provided. Teachers attended professional meetings and made use of resource people from local businesses and colleges. Visual projectors, films, recorders, and special textbooks were used. Additional resources accompany the text.							
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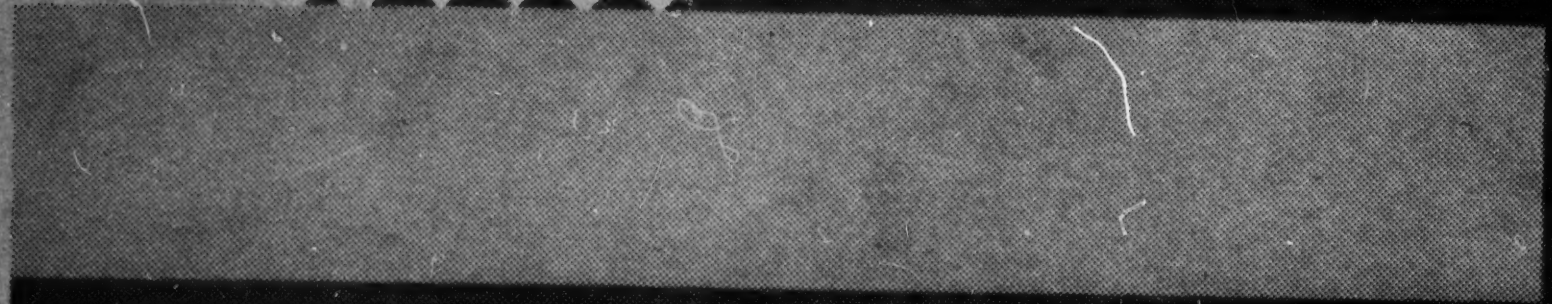
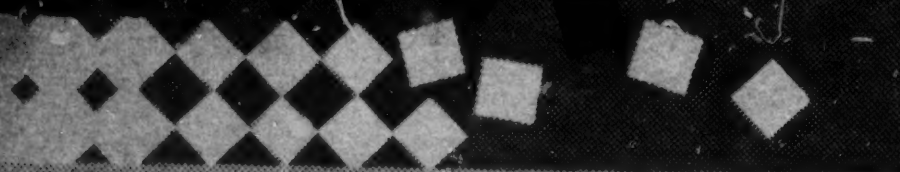
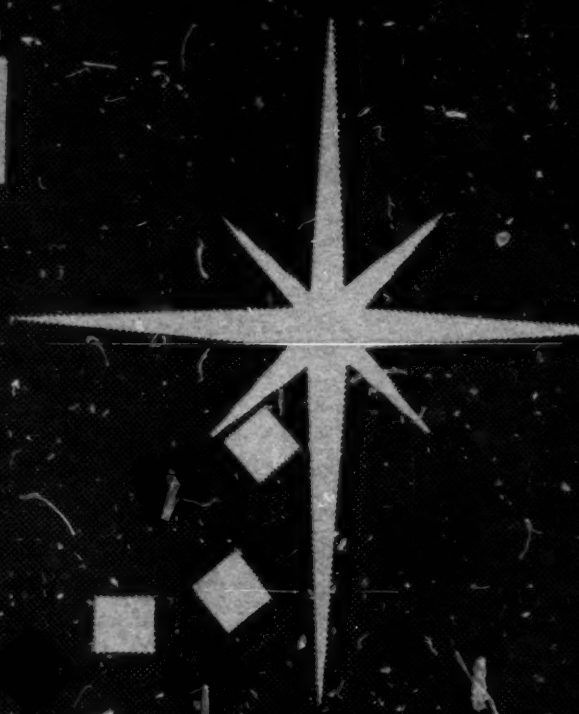
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Dr. Lawrence C. Barrell

ED001226

Report of current practices



Bucks County Public Library

CHIEF SCHOOL ADMINISTRATORS

ADVISORY COMMITTEE

ON

EXCEPTIONAL PUPILS

1963 - 64

Dimitro Bourandas (Dr.)

Richard L. Currier

Joseph Roberts

Robert K. Shafer

Richard E. Strayer

**Appointed by Officers,
Chief School
Administrators, 1963-64
Oliver S. Heckman (Dr.)
President**

Preface

Historically, the public schools of Bucks County have been committed to providing for individual differences in learning. Teachers have recognized that each child learns in his own individual way and that he develops a "style of learning" uniquely his own. School Administrators and School Directors have provided talented teachers, appropriate experiences, differentiated materials, and environments conducive to learning.

Within the past two years, the Commonwealth of Pennsylvania enacted legislation which included "the gifted" as eligible for consideration as exceptional pupils -- thereby enabling special financial assistance for their instructional programs. This action reflected national efforts mobilized after "Sputnik," for providing for an important "forgotten" child -- the "gifted" one.

Recently, Bucks County Public Schools surveyed existing practices for "gifted" pupils in our schools. These pupils have been described as "academically gifted," "academically able," "creatively gifted," "creatively able," and "talented" by our various school districts. The purpose of this survey was to identify present provisions and practices for these pupils in our local schools. We acknowledge with pride that districts have established various methods of providing for their fast learners.

We hope that this survey report will provide our districts with a springboard for action in several ways. Some districts will want to observe innovations developed by their neighbors. Some districts may wish to define their distinctive offerings for the very exceptional -- the "one to two percent" gifted population. Some, or all of our districts, may wish to join efforts in a regional way to provide programs not obtainable through individual district efforts.

We offer this brief report as a possible guide for further district planning.

George E. Raab

County Superintendent

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THE DEVELOPMENT OF BUCKS COUNTY PLAN FOR THE GIFTED

1963

SUMMER, 1963

State Standards for Gifted Programs

**Distributed to Public Schools
by the
State Department of
Public Instruction**

FALL, 1963

Development of a County-wide Survey of

**Local District Provisions
and
Practices for the Gifted**

**Sponsored by the Bucks County Chief
School Administrators Advisory Committee
on
Exceptional Pupils**

To answer the questions:

**What are our districts
currently providing
for gifted pupils?**

**How effective
are
our current provisions?**

DECEMBER, 1963

**Survey Conducted on County-wide Basis
with All Districts Participating**

THE DEVELOPMENT OF BUCKS COUNTY PLAN FOR THE GIFTED

1964

JANUARY, 1964

Invitational county-wide meeting for

Chief School Administrators
and selected staff,
County staff,
Department of Public
Instruction representatives;

Review of State Standards for Programs
Overview of Current District Practices

To answer the questions:

How do our current
Programs and practices
compare to
State Standards for Programs?

What changes
should be considered for
inclusion in the County Plan?

SPRING, 1964

District programs for 1964-65 proposed
for inclusion in County Plan

County-wide meeting for Chief School Administrators
with Department of Public Instruction
representatives to review proposed district
programs.

LATE SPRING, 1964

Submission of County Plan for Gifted to Department
of Public Instruction with request for approval.
Submission of Budgetary Requests to Support Plan.

DESCRIPTION OF BUCKS COUNTY SURVEY OF CURRENT DISTRICT PROVISIONS

1963-64

In order to identify current district provisions for the "gifted," the Chief School Administrators Advisory Committee on Exceptional Pupils obtained the opinion of each Chief School Administrator through a check-list type survey questionnaire. A survey questionnaire was mailed to each administrator requesting that he or his designee indicate the existence and the relative effectiveness of various provisions for the "gifted."

The survey questionnaire requested information about definition of terms, identification of pupils, organizational arrangements, program development, utilization of staff, selection of materials, etc. Ninety-four individual items were included. A copy of the questionnaire form may be reviewed in a subsequent section of this report.

All school districts replied with information for this report. Whereas most districts reported some special provisions for "gifted," those who did not indicated that at this time they had no special arrangements to report.

DISTRICTS REPORTING SPECIAL PROVISIONS:

Bensalem Township, Bristol Township, Centennial, Central Bucks Joint Secondary, Central Bucks Joint Elementary, Council Rock Area: Northampton Township, Upper Makefield, Wrightstown, Morrisville, Neshaminy, New Hope-Solebury, Palisades, Pennridge Jointure, Deep Run Valley, Pennsbury, Quakertown and Tullytown.

DISTRICTS REPORTING LIMITED SPECIAL PROVISIONS:

Bristol Borough, Chalfont.

DISTRICTS REPORTING NO SPECIAL PROVISIONS AT THIS TIME:

Central Bucks Area: New Britain, Warwick, Warrington, Doylestown Borough, Council Rock Jointure-Secondary, Newtown Joint Elementary.

The following pages report the survey in two parts -- according to district provisions and according to specific practices as related to all districts.

SECTION 1

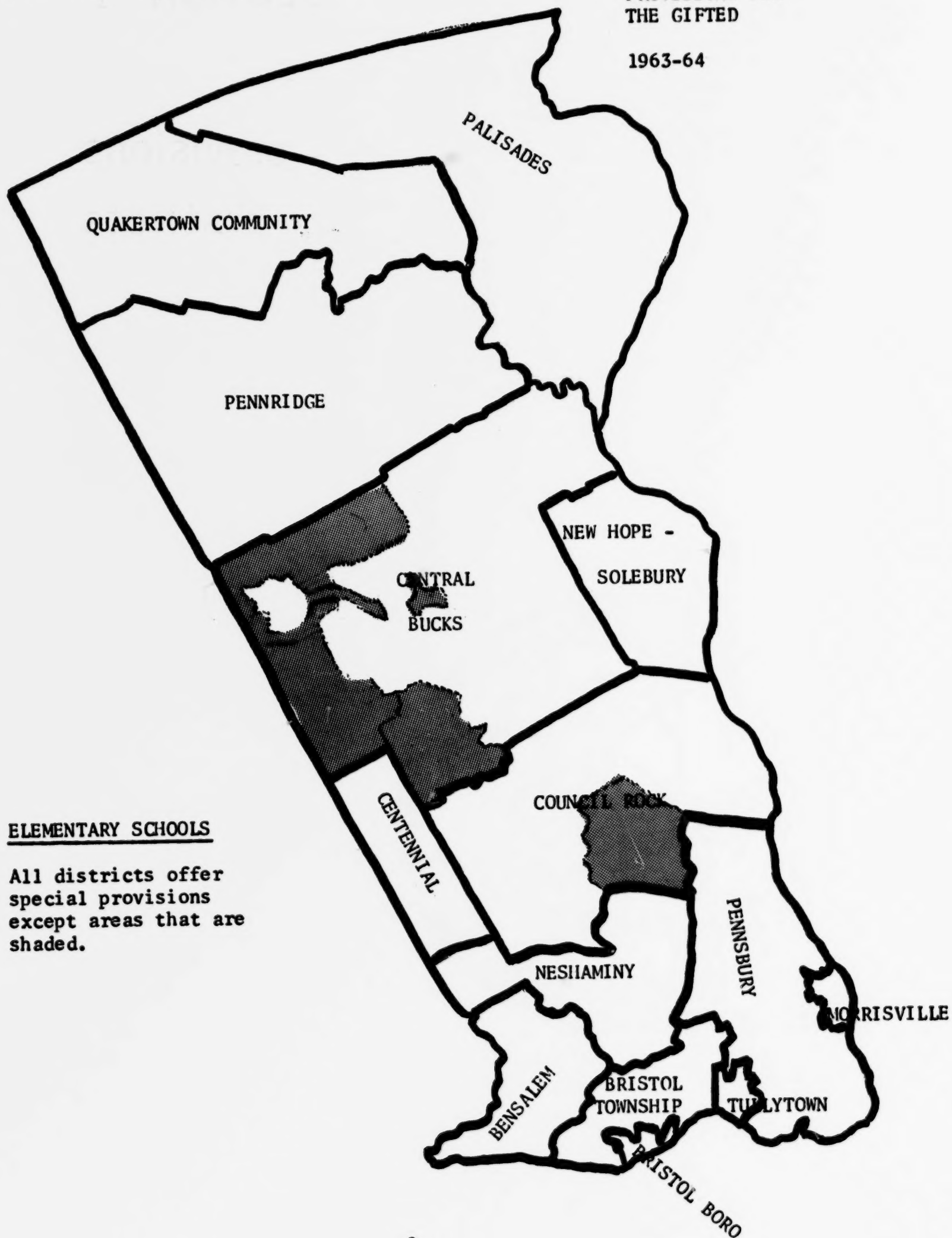
provisions
by districts



BUCKS COUNTY PUBLIC SCHOOLS

SPECIAL
PROVISIONS FOR
THE GIFTED

1963-64



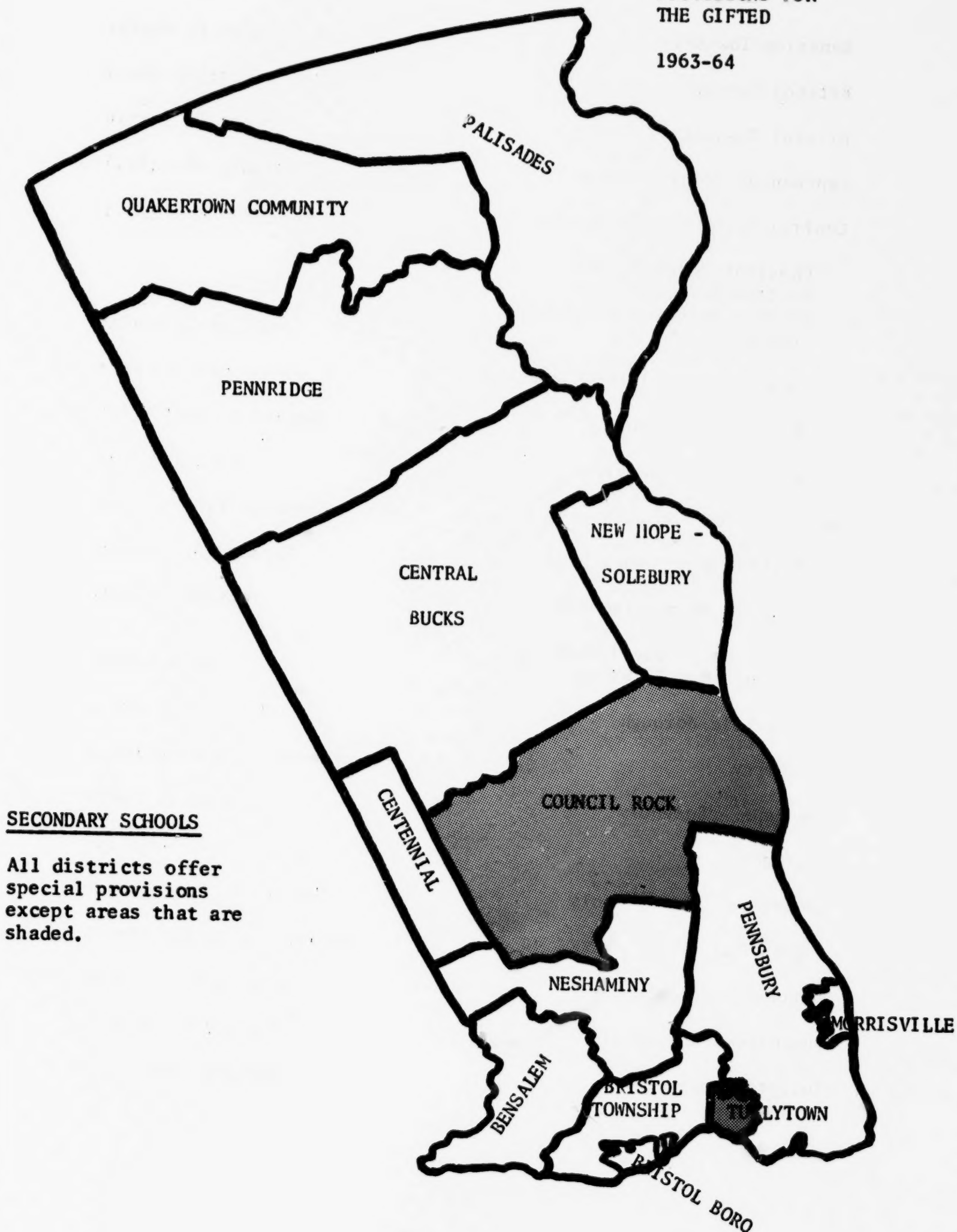
ELEMENTARY SCHOOLS

All districts offer
special provisions
except areas that are
shaded.

BUCKS COUNTY PUBLIC SCHOOLS

SPECIAL
PROVISIONS FOR
THE GIFTED

1963-64



SECONDARY SCHOOLS

All districts offer
special provisions
except areas that are
shaded.

SCHOOL DISTRICTS AND CHIEF SCHOOL ADMINISTRATORS

Bensalem Township	Robert K. Shafer
Bristol Borough	Richard W. Seltzer (Dr.)
Bristol Township	Robert P. Martin
Centennial Joint Schools	Everett A. McDonald, Jr. (Dr.)
Central Bucks School System	B. Anton Hess (Dr.)
Chalfont Borough, New Britain Township, New Britain Borough, Warwick Township	William C. Binder
Central Bucks Joint Elementary	Paul W. Kutz
Doylestown Borough	Donald R. McClintock
Warrington Township	Francis Priolo
Council Rock School System	George E. Taylor (Dr.)
Northampton Township	Raymond O. Gilbert
Newtown Joint Elementary	Joseph Roberts
Upper Makefield Township, Wrightstown Township	Roland Roth
Morrisville Borough	Paul Phillips (Dr.)
Neshaminy	Oliver S. Heckman (Dr.)
New Hope - Solebury	Frank E. Groff
Palisades	David E. McKalips
Pennridge Joint Schools	Robert A. Rosenkrance
Deep Run Valley	Margaret M. Seylar (Mrs.)
Pennsbury Schools	William W. Ingraham
Quakertown Community	Richard E. Strayer
Tullytown Borough	Maynard Pennington

Chief School Administrator:

Robert K. Shafer

Pupil Enrollment: 3,862

Educational Programs: Grades 1-12, Summer Kindergarten

Bensalem

Since 1959 provision has been made in the Bensalem Township Schools for the "academically able" student. In 1962 an additional program was initiated to provide individual instruction in the fields of art and music for "talented" children.

Identification of students is made at various grade levels by periodic surveys, with reassessment of pupils at the secondary level. Data used in identification include results of individual and group testing, and evidences of pupil achievement or accomplishments.

General provisions for these selected pupils include special services other than teaching, special resource centers in laboratories, libraries, etc., additional library provisions, special training of teachers, night offerings and additional utilization of community resources.

No special organizational arrangements have been reported for these students at the elementary level. On the secondary level, arrangements include acceleration of grade, subjects and/or content, special seminars and special electives. Courses in art, mathematics, music and science are presented differently and accelerated courses are offered in Biology at the 9th grade level; Chemistry at 10th grade; Physics at the 11th grade level; and mathematics (Calculus) at the 12th grade level.

In terms of staff, master teachers are used for the accelerated or special courses. The staff attends local, state and other meetings related to programs for the gifted. Visual projectors, packaged kits, and individual listening, recording or viewing booths are utilized as teaching aids.

Classes may be visited at the Cecelia Snyder Junior High School (grade 9) and the Bensalem Senior High School (grades 10-12) upon notification of intent to the Assistant Superintendent. No published description of the program is available for distribution at this time.

School officials feel that these efforts do not constitute a program, but that provision is being made on a limited scale, with the emphasis upon a higher level of instruction than is usually given at a specific level. FOR FURTHER INFORMATION, CONTACT: John E. Reed (Dr.), Assistant Superintendent.

Bristol Borough

Chief School Administrator: Richard W. Seltzer (Dr.)

Pupil Enrollment: 1,821

Educational Programs: Grades 1-12 and Kindergarten

Provision is made for students identified as "academically able" through a homogeneous grouping program which allows the student to operate within a group that meets his individual needs.

No planned program is reported for the Bristol Borough Schools for the "gifted" student at this time. FOR FURTHER INFORMATION, CONTACT: Joseph F. Schrader, Jr., Director of Guidance.

Bristol Township

Chief School Administrator: Robert P. Martin

Pupil Enrollment: 12,282

Educational Programs: Grades 1-12, Summer Kindergarten

Bristol Township classifies students as "academically able" or "academically gifted."

Identification of these students is made by teacher recognition and referral and by periodic surveys at various grade levels. Reassessment conducted at the secondary level is considered an effective means of identification.

Multiple methods are used for identification. Opinions of teachers and evidences of achievement or accomplishments are considered the most effective ratings. Results of individual and group testing, estimates of social and emotional factors, and the individual history of the child are also considered.

The most effective provisions for these selected pupils are reported as special resources such as materials and equipment within classrooms, special selection of teachers, additional seminars and night offerings. Special classes are also offered.

Organizational arrangements on the elementary level include mental ability grouping and enrichment by subjects and/or content.

At the secondary level, mental ability grouping and acceleration of grade, subjects and/or content are considered the most effective arrangements. Enrichment by subjects and/or content, special seminars and special electives are also used. Content of subject matter is organized or presented differently in mathematics.

Bristol Township Schools use master teachers for these special classes and also utilize resource people to assist with instruction. "Programmed instruction" is considered an effective teaching aid.

Classes at Benjamin Franklin, Wilson, Delhaas and all elementary schools may be visited, but no published description of the program is available for distribution at this time.

School officials believe there is much work still to be done in the area of providing for these selected pupils, particularly in the content of the programs or course offerings. FOR FURTHER INFORMATION, CONTACT: U. Berkley Ellis (Dr.), Admin. Assistant to Superintendent.

Chief School Administrator:
Everett A. McDonald, Jr. (Dr.)
Pupil Enrollment: 6,830
Educational Programs: Grades 1-12 and Kindergarten

Centennial

Provisions for the "gifted" pupil have been in operation in the Centennial Schools since 1956. In defining these students, all terms such as "academically gifted," "academically able," "creatively gifted," "creatively able," and "talented" are utilized.

Identification of these pupils is made at Grade 3, with a reassessment at the secondary level, whenever teachers recognize and refer pupils, and at various grade levels by periodic surveys. Teacher referrals and the Grade 3 assessment are considered most effective.

Methods of identification are multiple, with each being considered effective. Included are results of individual and group testing, evidences of achievement or accomplishments, opinions of teachers, individual history of child, estimates of social and emotional factors, and opinions of other staff members.

General provisions for these selected pupils include special selection of teachers, special classes, smaller pupil-teacher ratio, special services other than teaching, special resources within classrooms, special resource centers in laboratories, libraries, etc., use of individual study areas, extended day and night offerings, Saturday and summer offerings. Those considered most effectively used are special classes and special selection of teachers.

Organizational arrangements on the elementary level include dual progress programs, mental ability grouping, acceleration of grade, subjects and/or content, enrichment by subjects and/or content, summer programs of enrichment or acceleration, after-school programs, and team teacher organization. All are considered effective.

On the secondary level, organizational arrangements include acceleration of grade, subjects and/or content, enrichment by subject and/or content, advanced placement, honors courses, individual selection of subjects and program planning, special seminars, mental ability grouping, special electives, summer programs of enrichment or acceleration and after-school programs. All are considered effective.

Most subjects are organized or presented differently for these selected pupils. Most effective use is noted for mathematics, science, social studies, English and other languages. Other subjects presented differently include art, music, physical education, reading, business education, industrial arts, home economics and secondary technical subjects.

In terms of teaching responsibilities, the most effective changes noted are regular duties divided differently, regular duties combined in new ways, and the use of master teachers. Resource people are also utilized to assist with instruction.

The staff attends special workshops devoted to gifted, local, state meetings related to programs for the gifted, and regular meetings devoted to discussion of group or individual progress or needs. This latter activity is noted as effectively used. District-wide committees are used for the development of programs, and curriculum materials centers and professional libraries related to gifted are developed.

Teaching aids utilized for these classes include visual projectors, sound recorders and players, "programmed instruction" with machines, textbooks, workbooks, packaged kits, individual listening, recording or viewing booths, films or recordings and other equipment.

Classes in grades 7-12 may be visited at William Tennent High School. Grades 4-6 at the Longstreth and Davis Elementary Schools may be visited. A written description of the program is incorporated within the total policy statement for the school district. FOR FURTHER INFORMATION, CONTACT: W. Donald Vaughan, Director of Pupil Services.

Central Bucks

SECONDARY LEVEL

Chief School Administrator: B. Anton Hess (Dr.)

Pupil Enrollment: 2,917

Educational Programs: Grades 7-12

In the Central Bucks Joint Schools provision is made at the secondary level for pupils defined as "talented" and "academically able."

Identification of these students is made at various grade levels by periodic surveys and whenever teachers recognize and refer pupils. Reassessment is made upon entering the secondary level. Identifying pupils at various levels is considered the most effective.

Multiple methods are used in the identification of pupils. Considered effective are the results of group testing, evidences of achievement or accomplishments, and opinions of teachers. Also used are results of individual testing, estimates of social and emotional factors and the individual history of the child.

General provisions for these selected pupils include special classes, smaller pupil-teacher ratio, special services other than teaching, special resources within classrooms, special resource centers in laboratories, libraries, etc., additional library provisions, special selection of teachers, special work with parents, additional field trips, summer offerings, and the utilization of community resources.

Organizational arrangements include acceleration of grade, subjects and/or content, enrichment by subjects and/or content, honors courses and summer programs of enrichment or acceleration. Noted as effectively used are individual selection of subjects and program planning, mental ability grouping, and special electives.

Content is organized or presented differently in the following subjects: art, mathematics, science, social studies, reading, English and other languages.

Changes in teaching responsibility noted are the use of master teachers and resource people people to assist with instruction. In-service activities include district-wide committees for the development of programs, the development of curriculum materials centers and professional libraries related to giftedness, and staff attendance at local, state, etc. meetings related to programs for the gifted.

Visual projectors, sound recorders and players, textbooks, workbooks, and films or recordings are utilized as teaching aids. Visual projectors and textbooks are noted as effective.

Classes at Central Bucks, Lenape, and Tamanend Schools may be visited and a written description of the program is available. FOR FURTHER INFORMATION, CONTACT: Ruth Nailor (Miss), Director of Guidance.

CENTRAL BUCKS JOINT ELEMENTARY

Chief School Administrator: Paul W. Kutz
Pupil Enrollment: 1,443
Educational Programs: Grades 1-6

Provision is made for students defined as "academically able."

Identification is effected at various grade levels by periodic surveys and whenever teachers recognize and refer students.

Multiple identification data are utilized, including the results of individual and group testing, evidences of achievement and accomplishments, opinions of teachers and the individual history of the child.

General provisions for these students include special classes and special resource centers in laboratories, libraries, etc.

Organizational arrangements include dual progress programs, mental ability grouping and enrichment by subjects and/or content. Content is organized and presented differently in mathematics, science, social studies and reading.

Changes in teaching responsibilities noted are regular duties divided differently, regular duties combined in new ways, and the use of resource people to assist with instruction.

Equipment and materials utilized as teaching aids include visual projectors, sound recorders and players, text-books and workbooks.

Classes may be visited at the Doylestown and Buckingham schools, but no published description of the program is available for distribution at this time. FOR FURTHER INFORMATION, CONTACT: Mark Means, Principal - Doylestown School; David Durost, Principal - Buckingham School.

CHALFONT ELEMENTARY

Chief School Administrator: William C. Binder

Pupil Enrollment: 179

Educational Programs: Grades 1-6

Subject enrichment is provided, on a limited basis for selected pupils in such areas as reading (advanced reading groups), literary discussion groups, advanced spelling and word study, creative writing, plays and short stories, and greater depth of reading, study and reports in social studies and science.

No specific program for "gifted" pupils is provided at this time. FOR FURTHER INFORMATION, CONTACT: William C. Binder, Chief School Administrator.

Council Rock

Chief School Administrator:
George E. Taylor (Dr.)

NORTHAMPTON TOWNSHIP

Chief School Administrator: Raymond O. Gilbert

Pupil Enrollment: 1,241

Educational Programs: Grades 1-6 and Kindergarten

A program for pupils defined as "academically gifted" has been in operation since 1958.

These students are identified at various grade levels by periodic surveys or whenever teachers recognize and refer pupils.

Data used in identification of pupils include the results of individual and group testing, evidences of achievement or accomplishments, opinions of teachers, individual history of the child, and estimates of social and emotional factors. All methods are considered effective.

General provisions for these selected pupils include the use of special classes, smaller pupil-teacher ratio, special services other than teaching, special resources within classrooms, special resource centers in laboratories, libraries, etc., additional library provisions, special selection of teachers, special work with parents, additional field trips and additional utilization of community resources. All are considered effective.

Organizational arrangements include enrichment by subjects and/or content. Content is organized and presented differently and effectively in the following subjects: art, mathematics, music, science, social studies, reading, English and other languages.

Changes in teaching responsibilities noted are the use of master teachers and resource people to assist with instruction, and leadership positions created in the faculty.

In-service activities for the staff include special workshops devoted to the gifted, district-wide committees for the development of programs, the development of curriculum materials centers and professional libraries related to giftedness, and staff attendance at local, state, meetings. In addition, teachers are sent by the School Board to visit programs in other areas.

Equipment and materials used effectively as teaching aids include visual projectors, sound recorders and players, textbooks, workbooks, packaged kits, films or recordings.

Grades 2-6 of the Churchville and Richboro Elementary Schools may be visited and a written description of the program is available. FOR FURTHER INFORMATION, CONTACT: Raymond O. Gilbert, Chief School Administrator or Charles Alfieri, Principal.

UPPER MAKEFIELD AND WRIGHTSTOWN

Chief School Administrator: Roland Roth
Pupil Enrollment: 662
Educational Programs: Grades 1-6 and Kindergarten

Provision is made in these districts for pupils defined as "academically gifted," "creatively gifted," and "academically able."

Identification is made at various grade levels by periodic surveys and whenever teachers recognize and refer pupils.

Data used in identifying these students include results of individual and group testing, evidences of achievement or accomplishments, opinions of teachers, individual history of the child, and estimates of social and emotional factors.

General provisions for these pupils include smaller pupil-teacher ratio, special services other than teaching, special resources within classrooms, additional library provisions, special selection of teachers and special work with parents, additional field trips, Saturday offerings and utilization of community resources.

Organizational arrangements include mental ability grouping, acceleration of grade, subjects and/or content and enrichment by subjects and/or content. Content is organized and presented differently in art, mathematics, physical education, science, and social studies.

Changes in teaching responsibilities noted are regular duties divided differently, regular duties combined in new ways, leadership positions created in faculty, and resource people to assist with instruction.

In-service activities for the staff include the development of curriculum materials centers and professional libraries related to giftedness, and staff attendance at local, state, meetings related to programs for the gifted.

Equipment and materials utilized as teaching aids include visual projectors, sound recorders and players, textbooks, workbooks, packaged kits, individual listening, recording or viewing booths, films or recordings and other equipment.

A special 6th grade class in mathematics and logic at the Sol Feinstone School, and the 5th grade at the Wrightstown School may be visited. No published description of the program is available for distribution at this time. FOR FURTHER INFORMATION, CONTACT: Robert Piatt or Lawrence McCarthy, teachers at Sol Feinstone School; William Fleming or Mrs. Ethel Hinkle, teachers at Wrightstown School.

Morrisville

Chief School Administrator: Paul Phillips (Dr.)

Pupil Enrollment: 1,498

Educational Programs: Grades 1-12 and Kindergarten

Identification of gifted or able students is effected at various grade levels by periodic surveys and whenever teachers recognize and refer pupils. Reassessment is made of pupils at the secondary level.

Data used in identifying these pupils include the results of individual and group testing, evidences of achievement and accomplishments, and opinions of teachers.

General provisions for these selected students include special services other than teaching, special resources within classrooms, special resource centers in laboratories, libraries, etc., additional library provisions and the use of individual study areas. Special resource centers are considered the most effective provision.

On the elementary level, organizational arrangements provide for enrichment by subjects and/or content. At the secondary level, individual selection of subjects and program planning is utilized. Special seminars and mental ability grouping are noted as being used effectively.

Changes in teaching responsibilities noted are regular duties divided differently at the 5th and 6th grade levels. In-service activities include staff attendance at local, state, meetings related to programs for the gifted.

Equipment and materials considered effective as teaching aids include visual projectors, sound recorders and players, textbooks, workbooks, individual listening, recording or viewing booths, and films or recordings.

Classes may be visited during the school year, but no published description of the program is available for distribution at this time. FOR FURTHER INFORMATION, CONTACT: Dorothy Gish (Miss), Guidance Counselor or Helen Strunk (Mrs.), Elementary Supervisor.

Neshaminy

Chief School Administrator: Oliver S. Heckman (Dr.)

Pupil Enrollment: 10,833

Educational Programs: Grades 1-12 and Kindergarten

Provisions have been made for "gifted" pupils since 1962. On the elementary level, these students are defined as "rapid learners."

Identification of pupils is effected at various grade levels by periodic surveys. Identification data include the results of individual and group testing, evidences of achievement and accomplishment, opinions of teachers, the individual history of the child, estimates of social and emotional factors, and parent-staff conferences.

General provisions for these pupils include special classes, smaller pupil-teacher ratio, special resources within classrooms, special resource centers in laboratories, libraries, etc., additional library provisions, special selection of teachers, additional field trips, additional budgetary provisions and additional utilization of community resources.

Organizational arrangements on the elementary level include enrichment by subjects and/or content and mental ability grouping.

At the secondary level, arrangements are provided for acceleration of grade, subjects and/or content, enrichment by subjects and/or content, individual selection of subjects and program planning, mental ability grouping, summer programs of enrichment or acceleration, and advanced science, mathematics and humanities courses.

Content is organized or presented differently in mathematics, music, science, social studies, reading and languages.

Changes in teaching responsibilities noted are the use of master teachers and resource people to assist with instruction.

Noted as in-service activities for staff are regularly scheduled district meetings, district-wide committees for the development of programs, staff attendance at local, state, meetings related to programs for the gifted, and the development of curriculum materials centers and professional libraries related to giftedness.

Equipment and materials utilized as teaching aids include visual projectors, sound recorders and players, text-books, workbooks, packaged kits, films or recordings and television.

Classes may be visited upon request and a written description of the program is available. FOR FURTHER INFORMATION, CONTACT: Dimitro Bourandas (Dr.), Assistant Superintendent.

New Hope - Solebury

Chief School Administrator: Frank E. Croff
Pupil Enrollment: 828
Educational Programs: Grades 1-12 and Kindergarten

Since September, 1963 provision has been made for pupils defined as "academically able."

Identification is effected at the secondary level by the use of individual and group testing, evidences of achievement and accomplishments, and the opinions of teachers.

General provisions for these students include special classes (part day), smaller pupil-teacher ratio, special selection of teachers, and additional seminars (night).

On the elementary level, organizational arrangements include enrichment by subjects and/or content on a limited basis, and summer programs of enrichment or acceleration in reading only.

On the secondary level individual selection of subjects and program planning is provided, plus a special night seminar once a week.

Content is organized and presented differently in mathematics only.

Changes in teaching responsibilities noted are the use of master teachers for mathematics and a volunteer arrangement of two teachers combining groups for night seminar.

In-service activities include special workshops devoted to gifted and staff attendance at local, state, meetings related to programs for the gifted.

Equipment and materials used as teaching aids include textbooks and workbooks.

The program may be visited, but no published description of the program is available for distribution at this time.
FOR FURTHER INFORMATION, CONTACT: James H. Fischer,
Principal.

Palisades

Chief School Administrator: David E. McKalips
Pupil Enrollment: 1,883
Educational Programs: Grades 1-12 and Kindergarten

Provisions for the gifted have been in effect since 1960. These pupils are defined as "talented" and "academically able."

Identification is effected whenever teachers recognize and refer pupils, with reassessment at the secondary level. Data used in identification include results of individual testing, evidences of achievement or accomplishments, opinions of teachers and the individual history of the child.

General provisions for these selected pupils include special services other than teaching, additional library provisions, special selection of teachers and additional seminars.

At the elementary level, organizational arrangements include acceleration of grade, subjects and/or content and enrichment by subjects and/or content.

At the secondary level, arrangements include enrichment by subjects and/or content, honors courses, individual selection of subjects and program planning, special seminars, mental ability grouping and special electives.

Content is organized or presented differently in art, mathematics, science, social studies and English.

Changes in teaching responsibilities noted are leadership positions created in faculty and the use of resource people to assist with instruction.

In-service activities for staff include special workshops devoted to gifted and staff attendance at local, state, meetings

related to programs for the gifted.

Equipment and materials used as teaching aids include textbooks, packaged kits and individual listening, recording or viewing booths.

FOR FURTHER INFORMATION, CONTACT: Willard H. Fluck, Director of Guidance.

Pennridge

PENNRIDGE JOINTURE

Chief School Administrator: Robert A. Rosenkrance

Pupil Enrollment: Secondary, 2,058

Elementary, 1,405

Educational Programs: Secondary, Grades 7-12

Elementary, Grades 1-6 and Kindergarten

Provision is made for gifted pupils defined as "academically able," "academically gifted," "creatively gifted," "talented," and "creatively able."

Identification of these pupils is made at the pre-school level, at various grade levels by periodic surveys, and whenever teachers recognize and refer pupils. Reassessment at the secondary level is considered an effective method.

Data used for identification include results of individual and group testing, evidences of achievement and accomplishments, opinions of teachers, individual history of the child, and estimates of social and emotional factors.

General provisions for these selected pupils include special classes, special services other than teaching, special resources within classrooms, additional library provisions, special selection of teachers, night offerings and additional budgetary provisions.

Organizational arrangements at the elementary level include mental ability grouping, acceleration of grade, subjects and/or content and enrichment by subjects and/or content. Mental ability grouping and acceleration of grade are considered used effectively.

On the secondary level, arrangements include acceleration of grade, subjects and/or content, enrichment by subjects and/or content, individual selection of subjects and program planning, and mental ability grouping.

Content is organized or presented differently in art, mathematics, music, science, social studies, reading, English and other languages, business education, industrial arts, home economics and technical subjects.

Changes in teaching responsibilities noted are regular duties combined in new ways, the use of master teachers and resource people to assist with instruction.

In-service activities include staff attendance at local, state, meetings related to programs for the gifted, and the development of curriculum materials centers and professional libraries related to giftedness.

Equipment and materials used effectively as teaching aids include visual projectors, sound recorders and players and textbooks. Others used include "programmed instruction" with machines, workbooks, individual listening, recording or viewing booths, films or recordings.

Classes may be visited at any time, but no published description of the program is available for distribution at this time.
FOR FURTHER INFORMATION, CONTACT: Robert A. Rosenkrance, Chief School Administrator.

DEEP RUN VALLEY

Chief School Administrator: Margaret M. Seylar (Mrs.)
Pupil Enrollment: 1,688
Educational Programs: Grades 1-6 and Kindergarten

Deep Run Valley initiated provisions for gifted students in 1963. These students are defined as "academically gifted," "creatively gifted," "academically able," "talented," or "creatively able."

Identification is made at various grade levels by periodic surveys or whenever teachers recognize and refer pupils.

Multiple data are utilized for identification including the results of individual and group testing, evidences of achievement or accomplishments, opinions of teachers, individual history of the child, and estimates of social and emotional factors.

General provisions for these pupils include special classes, smaller pupil-teacher ratio, special services other than teaching, special resources within classrooms, special resource centers in laboratories, libraries, etc., additional library provisions, special selection of teachers, special training of teachers, special work with parents, additional field trips and work experiences, additional budgetary provisions and utilization of community resources.

Organizational arrangements include ungraded class sections, team teaching programs, mental ability grouping, individual schedules for pupils, acceleration of grade, subjects and/or content, and enrichment by subjects and/or content.

Content is organized or presented differently in art, mathematics, music, science, social studies, reading and English.

Changes in teaching responsibilities noted are regular duties divided differently, regular duties combined in new ways, resource people to assist with instruction and the use of master teachers.

Equipment and materials used as teaching aids include visual projectors, sound recorders and players, textbooks, workbooks, films or recordings.

The ungraded classes (4-5-6) at the Hilltown School may be visited. No published description of the program is available for distribution at this time. FOR FURTHER INFORMATION, CONTACT: Margaret M. Seylar (Mrs.), Chief School Administrator.

Pennsbury

Chief School Administrator: William W. Ingraham
Pupil Enrollment: 10,474
Educational Programs: Grades 1-12 and Kindergarten

ELEMENTARY LEVEL

A program for pupils defined as "academically able" has been in operation since 1958.

These pupils are identified whenever teachers recognize or refer them, but most effectively at various grade levels by periodic surveys.

Data considered effective in identification are evidences of achievement or accomplishments and the individual history of the child. Also utilized are the results of individual and group testing, opinions of teachers and estimates of social and emotional factors.

Effective general provisions utilized include special classes, special resources within classrooms, special resource centers in laboratories, libraries, etc., special selection of teachers, special work with parents, special training of teachers, additional field trips and summer offerings.

Organizational arrangements used effectively include ungraded class sections, dual progress programs, individual schedules for pupils, acceleration of subjects and/or content, enrichment by subjects and/or content and summer programs of enrichment or acceleration.

Content is organized or presented differently in art, mathematics, music, physical education, science, social studies, reading, English and French.

Changes in teaching responsibilities noted are a different division of regular duties, regular duties combined in new ways, leadership positions created in faculty and resource people to assist with instruction.

In-service activities for staff include special workshops devoted to gifted and the development of curriculum materials centers and professional libraries related to giftedness.

Materials and equipment used as teaching aids include visual projectors, sound recorders and players, "programmed instruction," textbooks, workbooks, packaged kits, individual listening, recording or viewing facilities, films or recordings.

The program may be visited at the Makefield, Fairless View, Quarry Hill and Manor Schools. A description of the dual progress, non-graded program is available. FOR FURTHER INFORMATION, CONTACT: Cora L. Holsclaw (Mrs.), Assistant Regional Superintendent, Elementary.

SECONDARY LEVEL

Provisions for pupils defined as "academically able" have been in existence since 1955.

Identification of these pupils is made by a reassessment at the secondary level through the use of multiple methods including the results of individual and group testing,

evidences of achievement and accomplishments, opinions of teachers, the individual history of the child, and estimates of social and emotional factors.

General provisions for these students include special classes, smaller pupil-teacher ratio, special resources within classrooms, additional library provisions, special selection of teachers and summer offerings.

Organizational arrangements include acceleration of grade, subjects and/or content, enrichment by subjects and/or content, advanced placement, honors courses, individual selection of subjects and program planning, mental ability grouping and summer programs of enrichment or acceleration.

Content is organized or presented differently in mathematics, science, social studies and English.

Changes in teaching responsibilities noted are regular duties combined in new ways and resource people to assist with instruction. In-service activities for staff include special workshops devoted to gifted, staff attendance at local, state, meetings related to programs for the gifted, and the development of curriculum materials centers and professional libraries related to giftedness.

Materials and equipment used as teaching aids include visual projectors and sound recorders and players.

Classes may be visited at the Pennsbury, Medill Bair and Charles Boehm High Schools. No published description of the program is available for distribution at this time.
FOR FURTHER INFORMATION, CONTACT: Richard L. Currier,
Assistant Regional Superintendent, Secondary.

Quakertown

Chief School Administrator: Richard E. Strayer
Pupil Enrollment: 3,650
Educational Programs: Grades 1-12

Provisions are made for students defined as "talented," "academically able," and "creatively able."

Identification is made effectively by teacher recognition and referral

or by periodic surveys at various grade levels. A reassessment is considered effectively used at the secondary level.

Multiple methods of identification are considered effective. Included in data used are the results of individual and group testing, evidences of achievement or accomplishments, opinions of teachers, individual history of child and estimates of social and emotional factors.

General provisions for these selected students include special classes, smaller pupil-teacher ratio, special resource centers in laboratories, libraries, etc., additional library provisions, use of individual study areas, special selection of teachers, special work with parents, field trips, additional budgetary provisions, forums and College Night. Special resources within classrooms are used very effectively.

Organizational arrangements at the elementary level include mental ability grouping within the classroom, and enrichment by subject and/or content. The latter is considered used effectively.

At the secondary level, organizational arrangements include enrichment by subjects and/or content, individual selection of subjects and program planning, mental ability grouping. Special electives are considered used effectively.

Content is organized and presented differently in mathematics, science, social studies, English, business education and technical subjects. Considered effective is different organization or presentation in art, music, physical education, languages, graphic arts and vocational, wood and metal.

No changes in teaching responsibilities or in-service activities for staff are noted.

Materials and equipment used as teaching aids include visual projectors, sound recorders and players, textbooks, workbooks, individual listening, recording or viewing booths, films or recordings.

Classes in art, music, graphic arts, mechanical drawing, creative writing, languages, vocational wood and metal, algebra III and advanced biology may be visited at the Senior High School. All A-1 sections may be visited at the Junior High School, as may the reading programs at the elementary school. No published description of the program is available for distribution at this time. FOR FURTHER INFORMATION, CONTACT: Richard E. Strayer, Chief School Administrator.

Tullytown

Chief School Administrator: Maynard J. Pennington

Pupil Enrollment: 299

Educational Programs: Grades 1-6 and Kindergarten

Provision is made for students defined as "creatively gifted."

Identification of these students is made at various grade levels by periodic surveys.

Identification data utilized includes results of individual and group testing, evidences of achievement and accomplishments, and opinions of teachers.

General provisions include special resources within classrooms and summer offerings.

Organizational arrangements include acceleration of grade, subjects and/or content and enrichment by subjects and/or content.

Content is organized or presented differently in the social studies and reading.

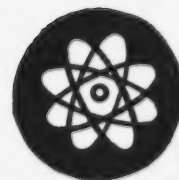
In-service activities for staff include the development of curriculum materials centers and professional libraries related to giftedness.

Visual projectors and films or recordings are utilized as teaching aids.

FOR FURTHER INFORMATION, CONTACT: Maynard J.
Pennington, Chief School Administrator.

SECTION 2

provisions
by practices



who is the "gifted" pupil?

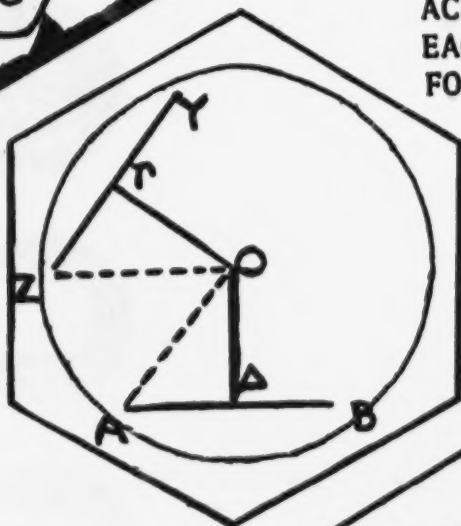


OF THE 16 DISTRICTS MAKING SPECIAL PROVISIONS FOR THE GIFTED PUPIL --

13 DISTRICTS DEFINE HIM AS THE "ACADEMICALLY ABLE"

the pupil whose mastery of academic skills places him in the top 15 to 20% of his chronological age group

ACROSS THE COUNTY EACH OF THESE OTHER DESCRIPTIONS IS FOLLOWED BY AT LEAST ONE DISTRICT . . .



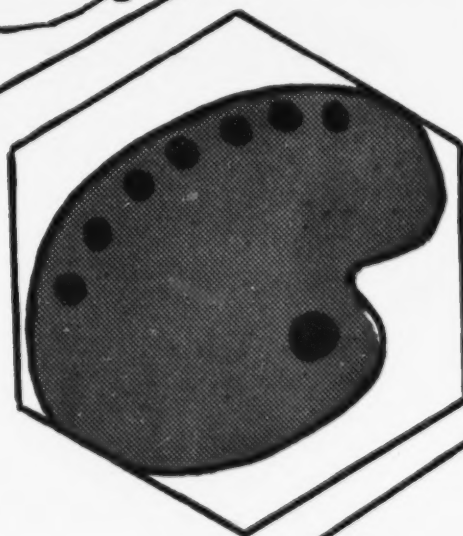
ACADEMICALLY GIFTED

the pupil whose academic ability places him in the TOP ONE PERCENT of his age group

CREATIVELY GIFTED

CREATIVELY ABLE

the pupil with the ability to devise and discover new ideas



TALENTED

the pupil who has a natural aptitude in a special field - not necessarily creative



"gifted"

as defined by districts

SCHOOL DISTRICTS

BENSALEM TOWNSHIP

BRISTOL TOWNSHIP

CENTENNIAL

CENTRAL BUCKS JT. SECONDARY

CENTRAL BUCKS JT. ELEM.

CHIAFONT

COUNCIL ROCK AREA

NORTHAMPTON TOWNSHIP

UPPER MAKEFIELD

WRIGHTSTOWN

MORRISVILLE

NESHAMINY

NEW HOPE - SOLEBURY

PALISADES

PENNRIDGE JT.

DEEP RUN VALLEY

PENNSBURY

ELEMENTARY

SECONDARY

QUAKERTOWN

TULLYTOWN

academically gifted

creatively gifted

talented

academically able

creatively able

other

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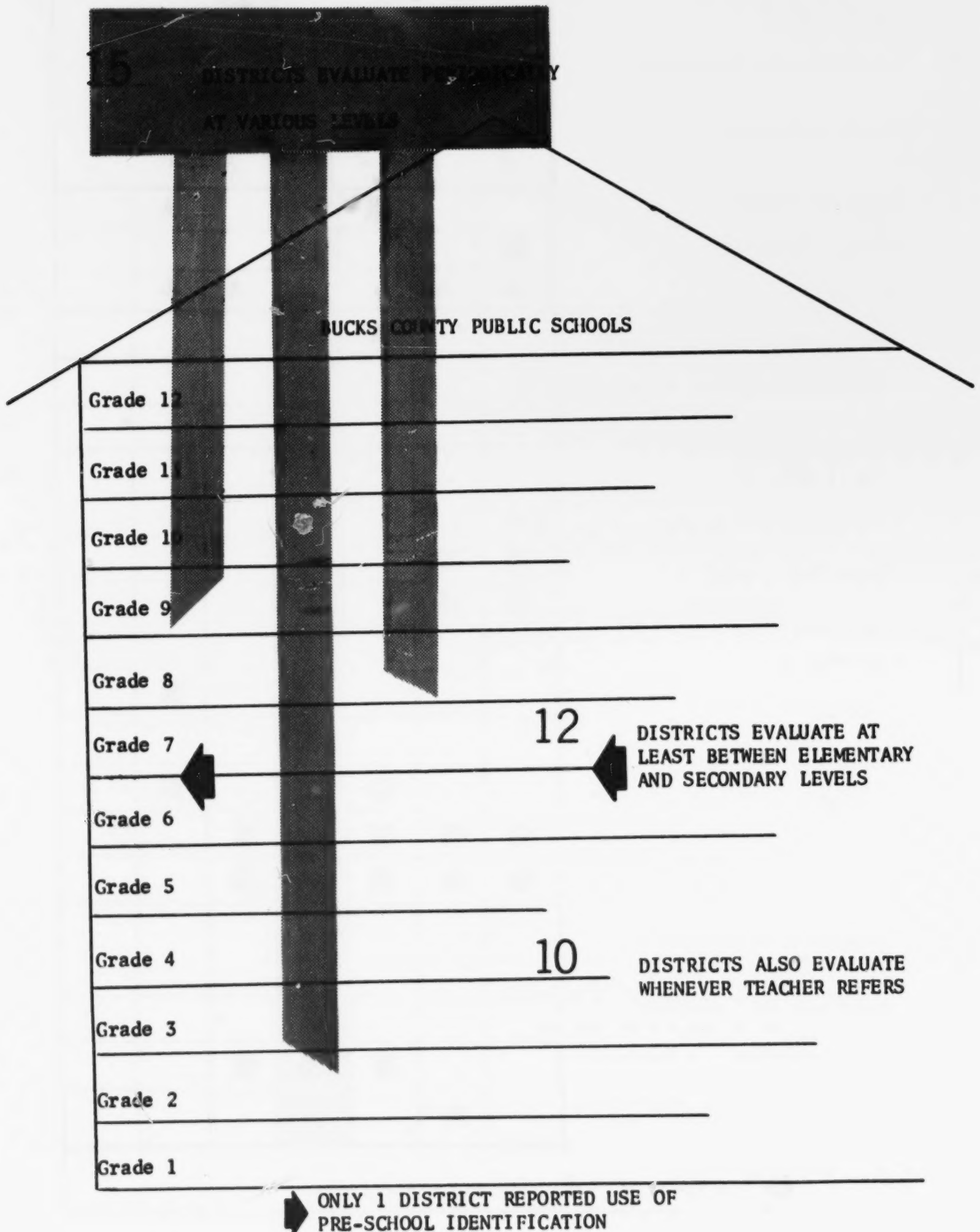


Provided



Provided Effectively

levels of identification of pupils



levels of identification

SCHOOL DISTRICTS

BENSALEM TOWNSHIP

BRISTOL TOWNSHIP

CENTENNIAL

CENTRAL BUCKS JT. SECONDARY

CENTRAL BUCKS JT. ELEM.

CHALFONT

COUNCIL ROCK AREA

NORTHAMPTON TOWNSHIP

UPPER MAKEFIELD

WRIGHTSTOWN

MORRISVILLE

NESHAMINY

NEW HOPE - SOLEBURY

PALISADES

PENNRIDGE JT.

DEEP RUN VALLEY

PENNSBURY

ELEMENTARY

SECONDARY

QUAKERTOWN

TULLYTOWN

pre-school
identification

whenever teacher
recognizes

various grades by
periodic surveys

reassessment at
secondary level

other

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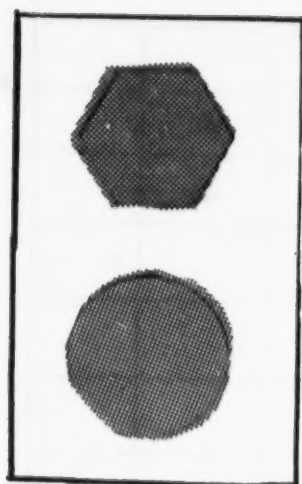


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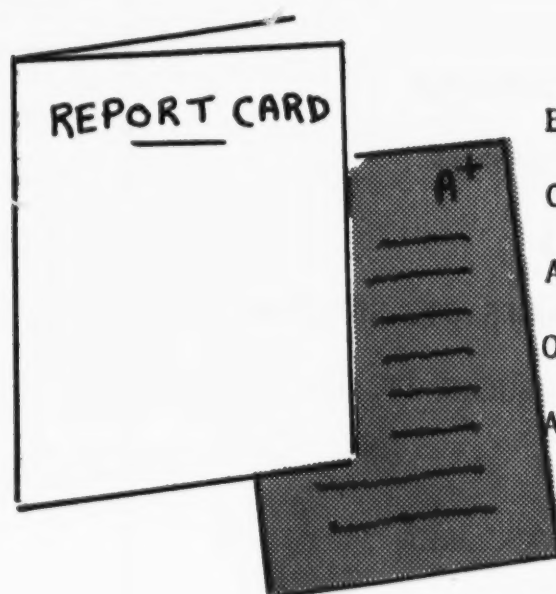
methods used to identify pupils

MOST DISTRICTS USE A COMBINATION OF METHODS FOR IDENTIFYING THE GIFTED PUPIL

THE FOUR METHODS NOTED AS THE MOST EFFECTIVE ARE:

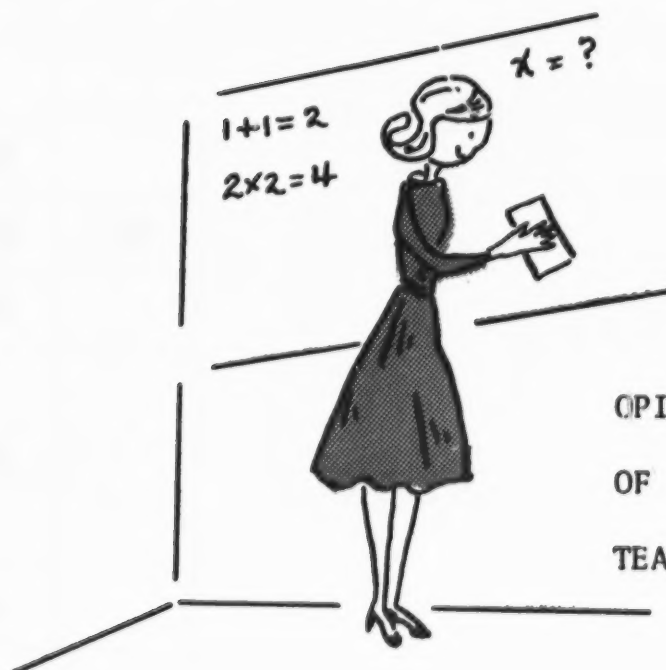
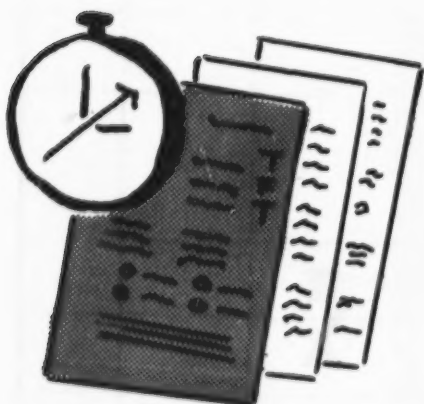


RESULTS
OF
INDIVIDUAL
TESTING



EVIDENCES
OF
ACHIEVEMENT
OR
ACCOMPLISHMENT

RESULTS
OF
GROUP
TESTING



OPINIONS
OF
TEACHERS

identification data used

SCHOOL DISTRICTS

BENSALEM TOWNSHIP
BRISTOL TOWNSHIP
CENTENNIAL
CENTRAL BUCKS JT. SECONDARY
CENTRAL BUCKS JT. ELEM.
CHIAFONT
COUNCIL ROCK AREA
NORTHAMPTON TOWNSHIP
UPPER MAKEFIELD
WRIGHTSTOWN
MORRISVILLE
NESHAMINY
NEW HOPE - SOLEBURY
PALISADES
PENNRIDGE JT.
DEEP RUN VALLEY
PENNSBURY
ELEMENTARY
SECONDARY
QUAKERTOWN
TULLYTOWN

individual testing	group testing	achievement	teacher opinion	individual history	social & emotional factors	other
■	■	■	■			
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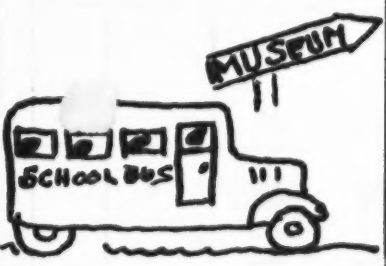
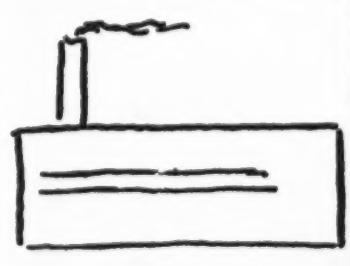
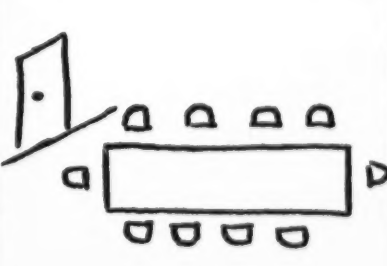
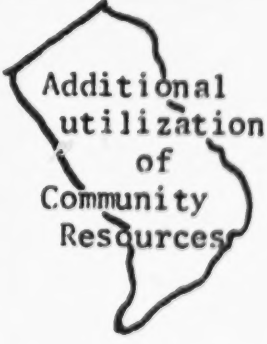
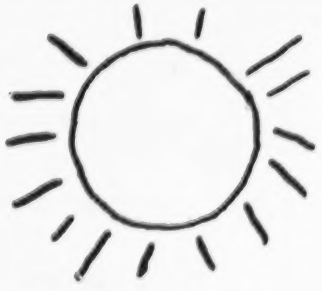
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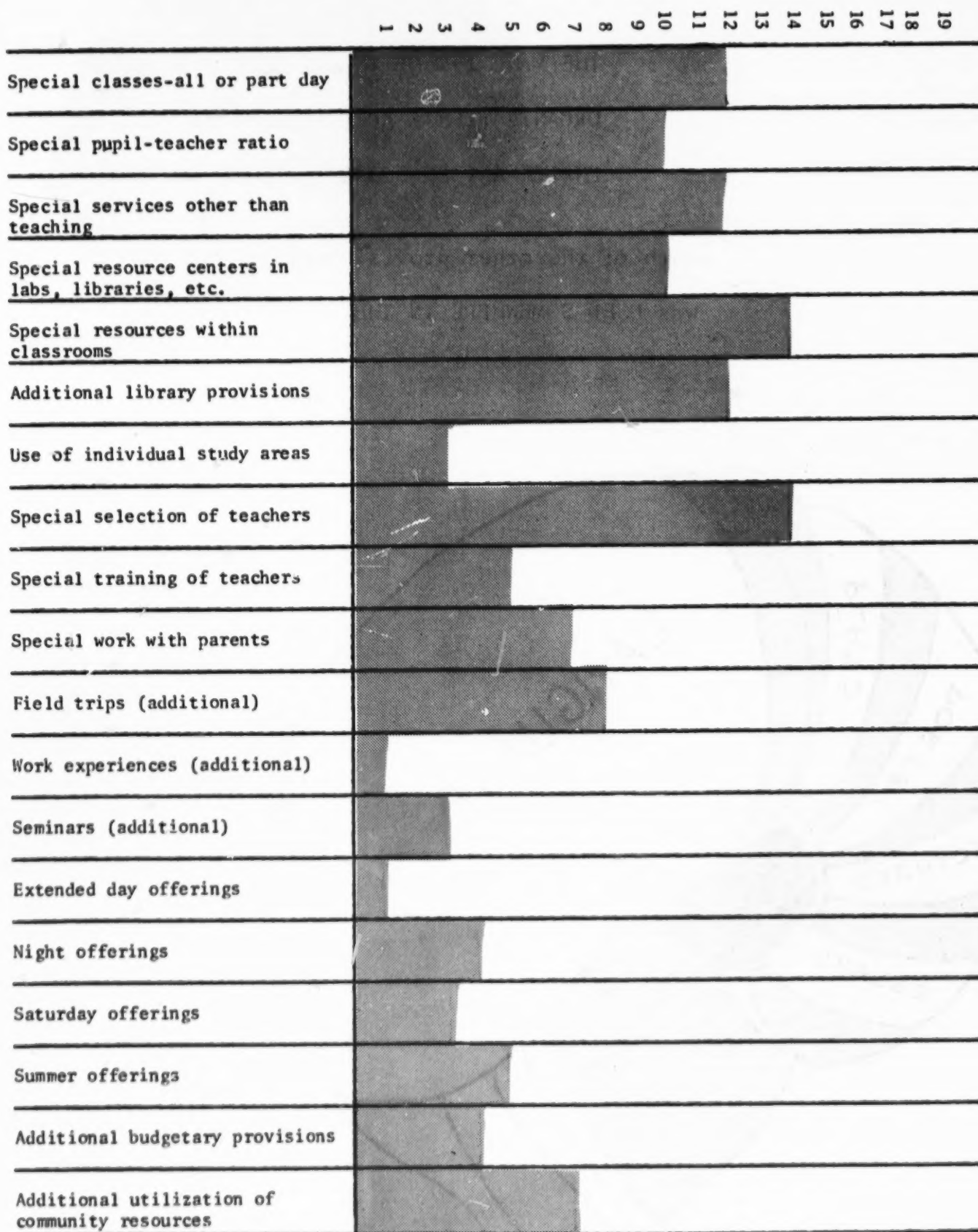
Provided Effectively

general provisions for the gifted pupils

IN THE MAJORITY OF THE DISTRICTS
PROVISIONS FOR THE GIFTED PUPIL
INCLUDE SPECIAL CLASSES
SPECIAL SERVICES OTHER
THAN TEACHING
SPECIAL RESOURCES IN
CLASSROOMS
SPECIAL RESOURCE CENTERS
SMALLER PUPIL-TEACHER RATIO
SPECIAL SELECTION OF
TEACHERS
ADDITIONAL LIBRARY
PROVISIONS

 Special training of teachers	 Special work with parents		
 Additional field trips	 Work experience	 Seminars	
OF 19 PROVISIONS EACH IS USED SOMEWHERE IN THE COUNTY	 Extended day offerings	 Night offerings	
	 Saturday offerings	 Additional budgetary provisions	 Additional utilization of Community Resources
		 Summer offerings	

GENERAL PROVISIONS OF DISTRICTS FOR GIFTED PUPILS
Chart indicates number of districts using provision



organizational arrangements elementary

THE MAJORITY OF THE DISTRICTS REPORTED
ORGANIZATIONAL ARRANGEMENTS TO PROVIDE
ENRICHMENT BY SUBJECT AND/OR CONTENT.

Each of the other provisions surveyed
was USED SOMEWHERE IN THE COUNTY.

These include:

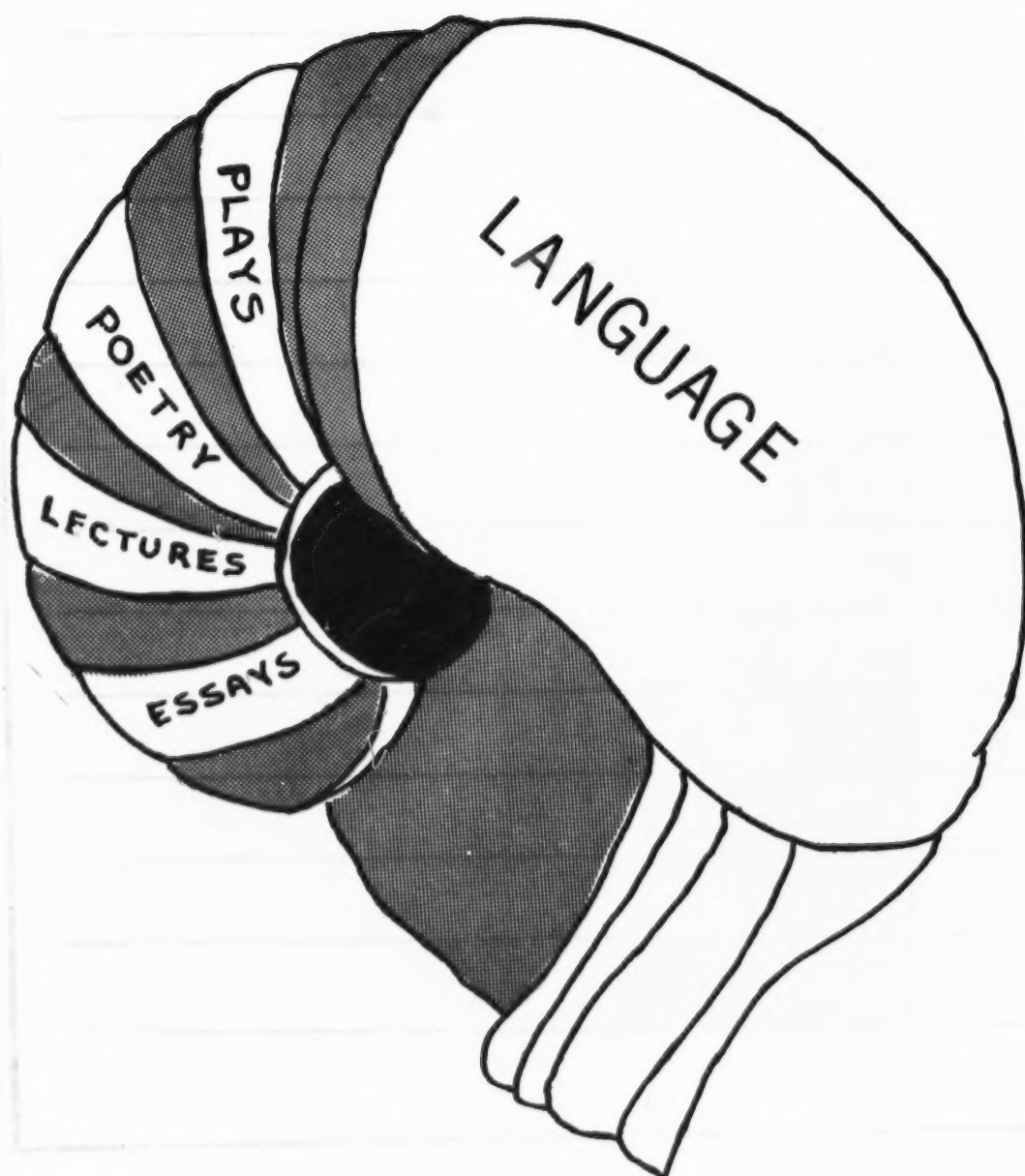
UNGRADED CLASS
SECTIONS

DUAL PROGRESS
PROGRAMS

MENTAL ABILITY
GROUPING

ACCELERATION

INDIVIDUAL SCHEDULES



organizational arrangements elementary

SCHOOL DISTRICTS

Early admission
Ungraded class sections
Dual progress programs
Mental ability grouping
Individual schedules
Acceleration of grade,
subjects and/or content
Enrichment by subject
Summer programs of en-
richment or acceleration
Other

BENSALEM TOWNSHIP
BRISTOL TOWNSHIP
CENTENNIAL
CENTRAL BUCKS JT. SECONDARY
CENTRAL BUCKS JT. ELEM.
CHALFONT
COUNCIL ROCK AREA
NORTHAMPTON TOWNSHIP
UPPER MAKEFIELD
WRIGHTSTOWN
MORRISVILLE
NESHAMINY
NEW HOPE - SOLEBURY
PALISADES
PENNRIDGE JT.
DEEP RUN VALLEY
PENNSBURY
ELEMENTARY
SECONDARY
QUAKERTOWN
TULLYTOWN

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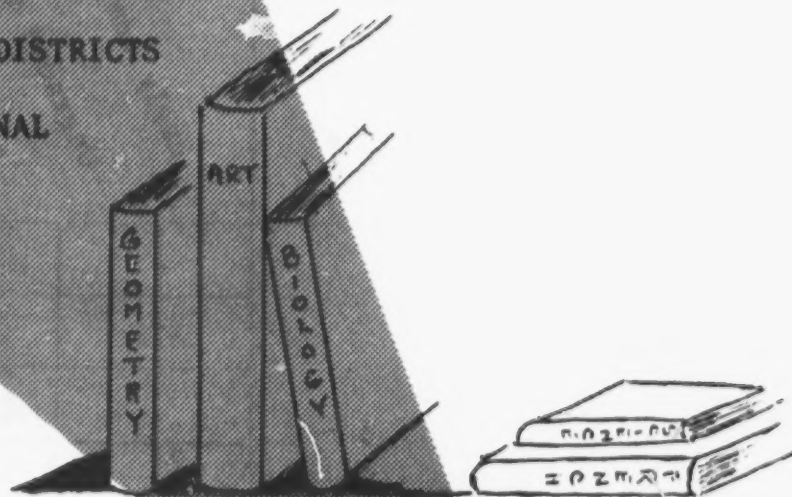
Provided



Provided Effectively

organizational arrangements secondary

THE MAJORITY OF THE DISTRICTS
REPORTED ORGANIZATIONAL
ARRANGEMENTS TO
PROVIDE



INDIVIDUAL SELECTION
OF
COURSES AND PROGRAMS

Each of 12 other provisions surveyed was
USED SOMEWHERE IN THE COUNTY

These include:

ACCELERATION - ENRICHMENT - ADVANCED PLACEMENT - HONORS COURSES

SPECIAL SEMINARS - MENTAL ABILITY GROUPING -

SPECIAL ELECTIVES - SUMMER PROGRAMS

organizational arrangements secondary

SCHOOL DISTRICTS

BENSALEM TOWNSHIP

BRISTOL TOWNSHIP

CENTENNIAL

CENTRAL BUCKS JT. SECONDARY

CENTRAL BUCKS JT. ELEM.

CHALFONT

COUNCIL ROCK AREA

NORTHAMPTON TOWNSHIP

UPPER MAKEFIELD

WRIGHTSTOWN

MORRISVILLE

NESHAMINY

NEW HOPE - SOLEBURY

PALISADES

PENNRIDGE JT.

DEEP RUN VALLEY

PENNSBURY

ELEMENTARY

SECONDARY

QUAKERTOWN

TULLYTOWN

Acceleration of grade
subjects and/or content

Enrichment by subjects
and/or content

Advanced Placement

Honors Courses

Individual Selection
of subjects

Special seminars

Mental ability grouping

Special Electives

Summer programs of en-
richment or acceleration

Other

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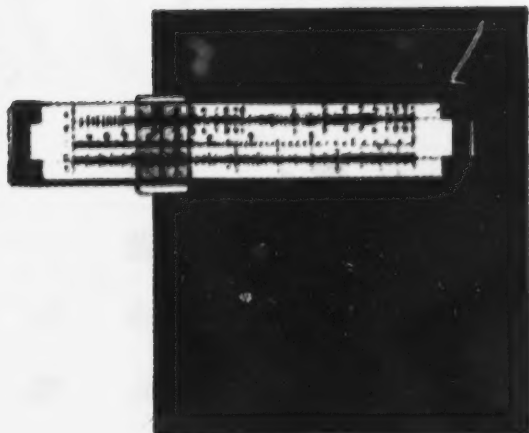
KEY:

■ Provided

▲ Provided Effectively

content

organization and presentation



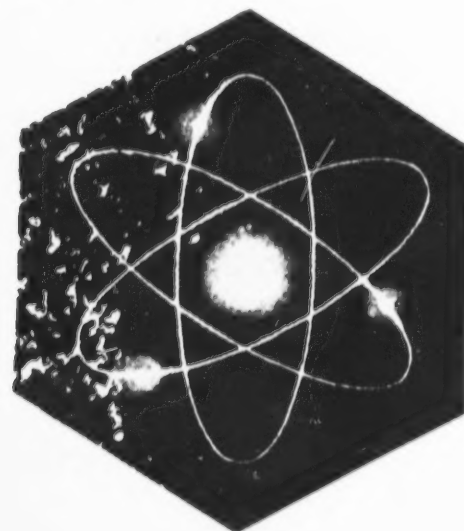
THE MAJORITY OF THE DISTRICTS
REPORTED DIFFERENT ORGANIZATION
AND PRESENTATION OF CONTENT IN

MATHEMATICS

SCIENCE

AND

SOCIAL STUDIES



OF 13 SUBJECTS LISTED IN THE SURVEY

EACH ONE IS PRESENTED DIFFERENTLY

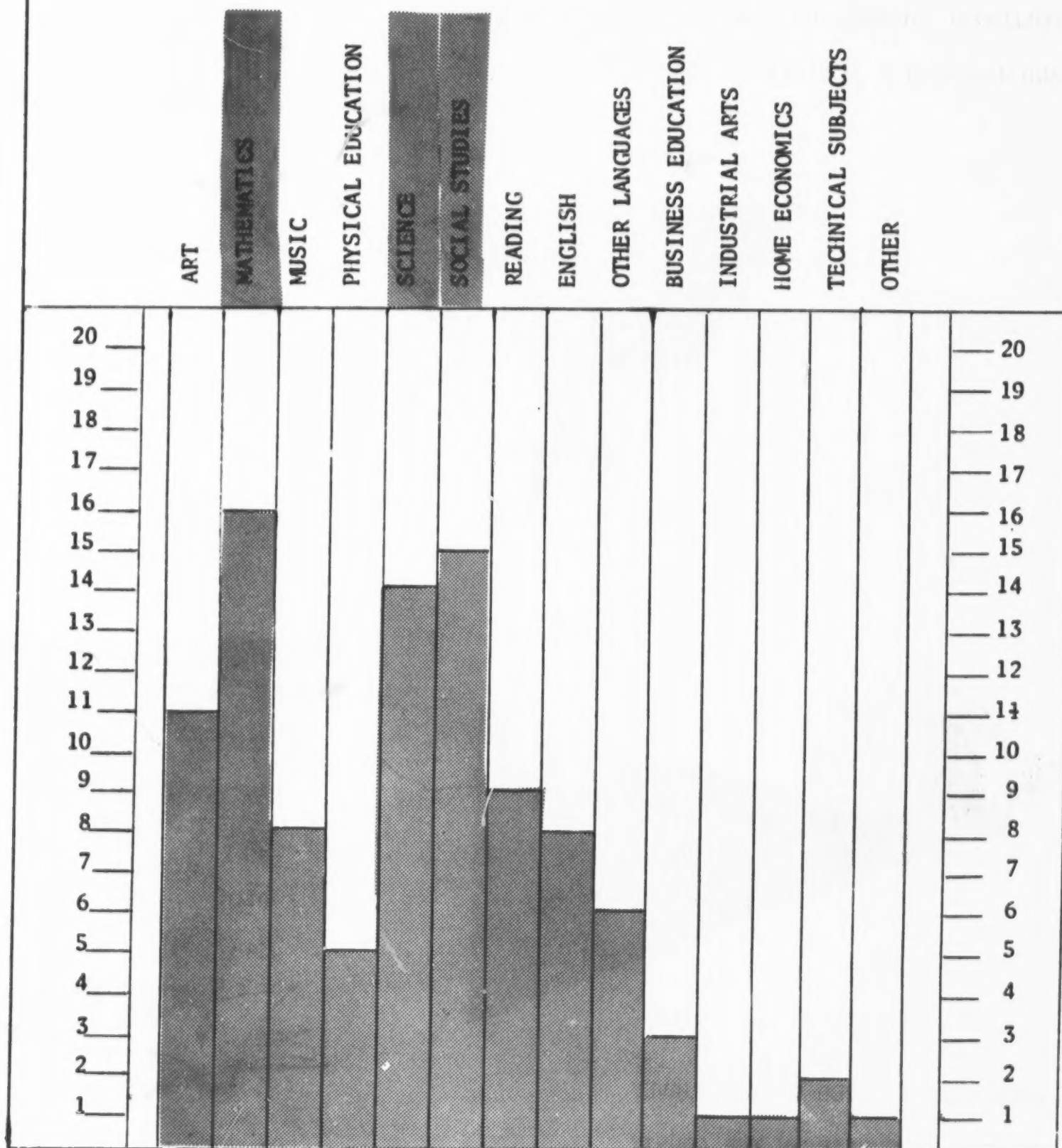
IN TERMS OF THE GIFTED PUPIL

SOMEWHERE IN THE COUNTY



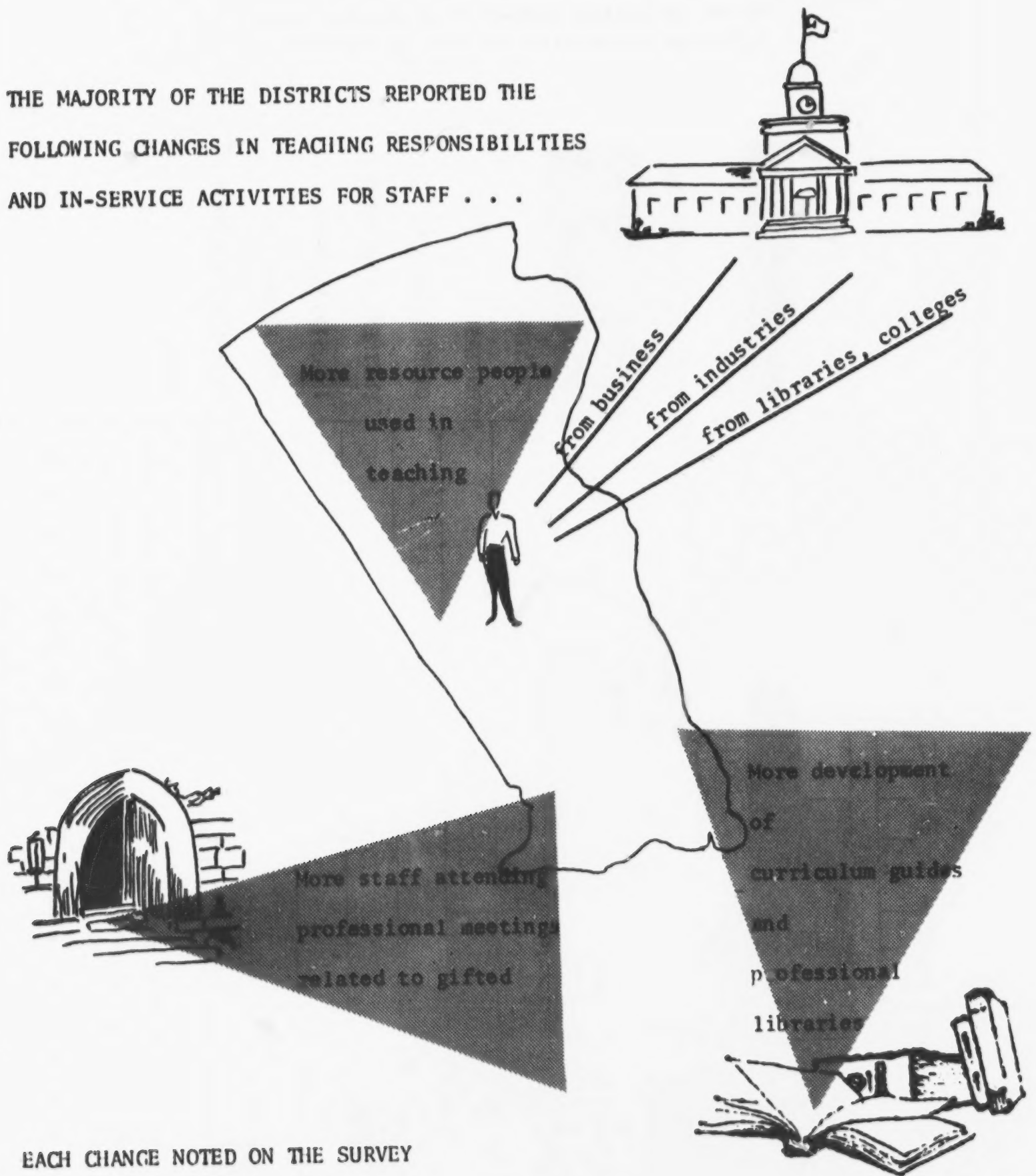
content organization

Chart indicates number of districts organizing or presenting subject differently



teaching responsibilities and in-service activities

THE MAJORITY OF THE DISTRICTS REPORTED THE
FOLLOWING CHANGES IN TEACHING RESPONSIBILITIES
AND IN-SERVICE ACTIVITIES FOR STAFF . . .



EACH CHANGE NOTED ON THE SURVEY
IS USED SOMEWHERE IN THE COUNTY

teaching
responsibilities
and
in-service
activities

SCHOOL DISTRICTS

BENSALEM TOWNSHIP

BRISTOL TOWNSHIP

CENTENNIAL

CENTRAL BUCKS JT. SECONDARY

CENTRAL BUCKS JT. ELEM.

CHALFONT

COUNCIL ROCK AREA

NORTHAMPTON TOWNSHIP

UPPER MAKEFIELD

WRIGHTSTOWN

MORRISVILLE

NESHAMINY

NEW HOPE - SOLEBURY

PALISADES

PENNRIIDGE JT.

DEEP RUN VALLEY

PENNSBURY

ELEMENTARY

SECONDARY

QUAKERTOWN

TULLYTOWN

	Regular duties divided differently	Regular duties combined in new ways	Leadership positions created in faculty	Use of master teachers	Special workshops	District meetings	Devel. of prof. centers
				■			
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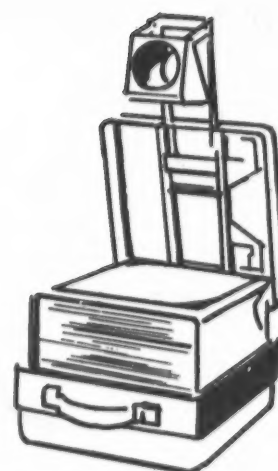
KEY :

■ Provided

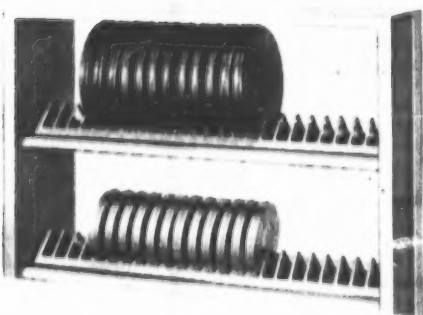
▲ Provided Effectively

use of equipment and materials

IN TEACHING GIFTED PUPILS
THE MAJORITY OF THE DISTRICTS REPORTED
TEACHER USE OF SPECIAL EQUIPMENT
AND MATERIALS.
OF 9 TEACHING AIDS LISTED,
THE FOUR MOST USED WERE



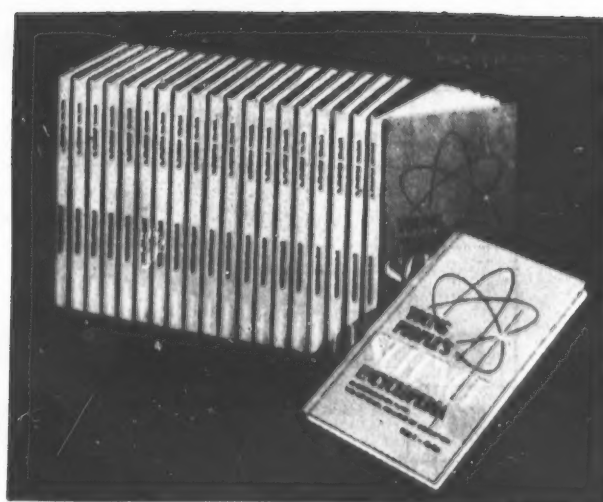
VISUAL PROJECTORS



FILMS



RECORDERS



TEXTBOOKS

use of equipment & materials

SCHOOL DISTRICTS

BENSALEM TOWNSHIP
BRISTOL TOWNSHIP
CENTENNIAL
CENTRAL BUCKS JT. SECONDARY
CENTRAL BUCKS JT. ELEM.
CHALFONT
COUNCIL ROCK AREA
NORTHAMPTON TOWNSHIP
UPPER MAKEFIELD
WRIGHTSTOWN
MORRISVILLE
NESHAMINY
NEW HOPE - SOLEBURY
PALISADES
PENNRIDGE JT.
DEEP RUN VALLEY
PENNSBURY
ELEMENTARY
SECONDARY
QUAKERTOWN
TULLYTOWN

Visual Projectors Recorders & players	"prog. instruction" textbooks	Workbooks	Packaged kits	Individual booths	Other equip. films	Other mat.
■	■		■	■		
	▲					
■	■	■	■	■	■	
▲	■	■			■	
▲	▲	▲	▲		▲	▲
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KEY:

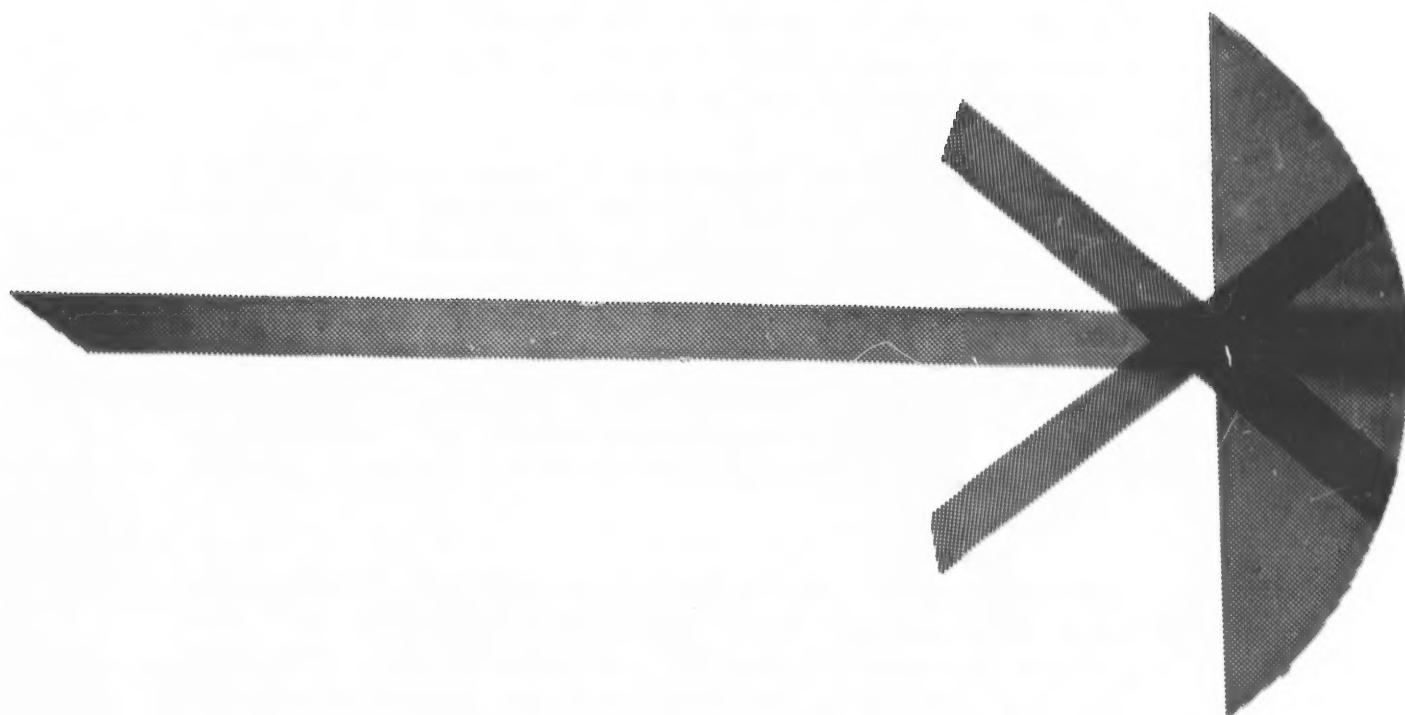


Provided



Provided Effectively

resources
for
further
reference



292100277

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg



STANDARDS FOR SERVICES
FOR GIFTED CHILDREN
WITHIN THE PUBLIC
SCHOOLS OF THE COMMONWEALTH

GENERAL STATEMENT

The success of programs for the gifted depend upon the degree to which personnel and other professional service personnel are ready and able to work together sharing skills, special knowledge and techniques to apply what is known about the identification of the gifted and the education of the gifted to the educational needs and program of a given area. (district, county, region).

CRITERIA FOR APPROVING PROGRAMS:

1. Approval of programs for the gifted shall be based upon a plan proposed by the area which provides for the identification of the gifted and a sound educational continuum of special courses, classes, and other appropriate programs.
2. The plan shall be prepared in accordance with regulations promulgated by the Department of Public Instruction in accordance with policies approved by the State Council of Education.
3. The plan shall include provisions for the utilization of present facilities, services and staff and any necessary supplementation in accordance with policies approved by the State Council of Education.
4. The Department of Public Instruction shall prepare regulations for the identification of the gifted and administration of educational programs for the gifted in conformity with policies approved by the State Council of Education.
5. The Department of Public Instruction shall prepare regulations governing the selection of teachers of programs for the gifted in accordance with the policies of the State Council of Education.

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg



REGULATIONS OF THE
DEPARTMENT OF PUBLIC
INSTRUCTION FOR THE APPROVAL
OF EDUCATIONAL PROGRAMS FOR
MENTALLY GIFTED PUPILS
WITHIN THE PUBLIC
SCHOOLS OF THE COMMONWEALTH

Programs for mentally gifted pupils are eligible for reimbursement within budget limitations when operated in conformity with the following regulations:

I General Statements:

1. Programs, services and provisions for mentally gifted children will vary from district to district depending upon the pupil population, local interest, leadership and availability of resources.
2. The success of such programs will depend upon the degree to which all pertinent school and community personnel are ready and able to work cooperatively toward such programming. The sharing of professional skills, knowledges and techniques as they are known to apply to the educational programs for, and learning experiences of, mentally gifted students, will be a critical factor in successful programming.

II Criteria for Program Approval:

1. Approval of these programs shall be based upon a plan which indicates the nature and type of present resources, the need for additional resources and which presents, in detail, all such items as are necessary to evaluate the program in regard to its conformity to law and regulation.
2. The plan shall include a clear statement of:
 - a. Procedures for identification and selection of pupils
 - b. The educational program, including:
 - (1) Goals
 - (2) Curriculum
 - (3) Procedures for Evaluation
 - (4) Other pertinent data which will define the program and the utilization of this program in the total educational process.

c. Administrative procedures, including:

- (1) Utilization of Staff
- (2) Lines of Communication and Liaison
- (3) Methods for evaluating activities and results
- (4) Other pertinent data

3. Plan shall provide for:

- a. The utilization of all pertinent existing educational and community resources
- b. Supplementation necessary for implementing the proposed program
 - (1) Personal
 - (2) Materials
 - (3) Others

Plans are subject to review by an Inter-Bureau Committee of the Department of Public Instruction, as named by the State Superintendent of Public Instruction.

The Inter-Bureau Committee shall make recommendations as to the approval or modification of submitted plans.

Final approval for reimbursement and/or advanced payment shall be in conformity with the provisions of Section 1372 and 1373 of the School Code.

considerations

for Planning Programs in Pennsylvania



The following key points are presented for consideration of School Administrators who are planning programs for the gifted in Pennsylvania Public Schools.

These considerations were outlined by a representative of the State Superintendent of Instruction in January, 1964 at a meeting held in Bucks County, Pennsylvania.

Appreciation is expressed to the Departmental representative, Mr. Donald Carroll, for his suggested considerations outlined below.

DEFINITION OF TERMS

Gifted

The pupil in the highest 1 or 2 percent of the population in verbal-abstract abilities and/or performance in valuable lines of human activity which is consistently remarkable.

Able

The pupil whose mastery of academic skills in one or more academic subjects places him in the top fifteen to twenty percent of his chronological age group; the pupil with a potential to do this.

Talented

The pupil who has a natural aptitude in a special field and is capable of high performance under training, as in music or visual art, but who does not necessarily create new material.

PREMISES FOR PROGRAMS

All students shall have equal opportunity to develop their potential to the fullest.

Special school provisions are needed for the gifted because they learn faster, remember more, and think more deeply.

Programs uniquely suited to gifted children can be developed.

PROBLEMS TO BE EXPECTED

Lack of "obviousness" - Fear of promoting "elitism"
Defense of the status quo - Alarm at added expenses
Parental "mine tooism"
Student rebellion at rigorous standards

**BASIC ELEMENTS IN
DEVELOPING PROGRAMS**

Specific objectives
Clear designation of responsibility
Skilled faculty
Systematic pupil identification
Unique curriculum development
Flexible pupil deployment
Adequate financial support

**PUPIL IDENTIFICATION
ASPECTS**

Group intelligence tests
Teacher judgment
School record-achievement test scores and grades
Individual intelligence tests
Social and emotional maturity
Parental interview
Pupil ambition and drive

**CURRICULUM INNOVATIONS
TO BE CONSIDERED**

Independent study
Seminars and honors courses
Programmed instruction
Use of community resources
 research laboratories
 government offices
 authors, artists, architects
 plays and concerts
Small group instruction with team teaching
Specialized subject instruction (Elementary)
Early introduction of advanced concepts (Elementary)
Acceleration of high school subjects
Increased variety of subject matter -
 philosophy, humanities, logic,
 linguistics, Russian, Great Books,
 fine arts
College study
Significantly advanced placement

**PENNSYLVANIA
PROCEDURES IN
DEVELOPING A PLAN**

Develop plan for the education of the gifted.
Have plan incorporated in the county plan for
 special education.
Submit to Director, Bureau of Special Pupil
 Services, DPI
Review will be made by Department Gifted Committee
Supervision will be done by special education
 supervisor
Curriculum consultation will be provided by
 Bureau of Curriculum Development, DPI

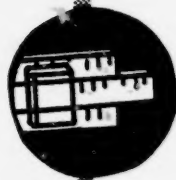
**PENNSYLVANIA PLAN
REQUIREMENTS**

**Procedures for identification and selection
of pupils**

The educational program, including
goals
program content
procedures for evaluation
other descriptive information

Administrative procedures, including
utilization of staff
lines of communication and liaison
procedures for evaluation
other descriptive information

The plan shall provide for
the utilization of all existing educational
and community resources supplementation
necessary for implementing the proposed
program: personnel, materials, others.



readings

FOR INITIAL CONSIDERATION

Children's Bureau, - Your Gifted Child, 1958. U. S. Department of Health, Education, and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. \$.20.

Gallagher, James J., - The Gifted Child in the Elementary School, 1959. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. \$.50.

Lewis, Gertrude M. - Educating the More Able Children in Grades Four, Five, and Six, 1961. U. S. Department of Health, Education, and Welfare. \$.35.

Kough, Jack, - Practical Programs for the Gifted. Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois. \$3.50.

National Education Association: - Administration for the Academically Talented Student, 1960. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. \$1.25.

Passow, A. Harry, et al, - Planning for Talented Youth, 1955. Bureau of Publications, Teachers College, Columbia University, New York, New York. \$1.00.

Schiefele, Marian, - The Gifted Child in the Regular Classroom, 1953. Bureau of Publications, Teachers College, Columbia University, New York, New York. \$2.00.

Witty, Paul, et al, - Creativity of Gifted and Talented Children, 1959. Bureau of Publications, Teachers College, Columbia University, New York, New York. Approximate cost \$1.00.

FOR FURTHER CONSIDERATION

Conant, James B., - The Identification of the Academically Talented Student in the American Secondary School. National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 1958.

Copley, Frank O., - The American High School and the Talented Student, University of Michigan Press, Ann Arbor, Michigan, 1961.

Cutts, Norma E., and Nicholas Moseley, Teaching the Bright and Gifted (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957)

- DeHaan, Robert F. and Robert J. Havighurst, - Educating Gifted Children (Chicago: University of Chicago Press, 1957).
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- Fliegler, L. A. (Ed.) - Curriculum Planning for the Gifted. Prentice-Hall, Englewood Cliffs, New Jersey, 1961.
- Fliegler, L. A. and Bish, Charles E. - Summary of Research on the Academically Talented Student. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1959.
- Getzels, Jacob and Jackson, Phillip - Creativity and Intelligence. John Wiley and Sons, New York, 1962.
- Hartshorn, W.C., Housewright, W.L., Tipton, Eleanor, - Music for the Academically Talented Student in the Secondary School. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.
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- Jewett, Arno, - English for the Academically Talented Student in the Secondary School. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1960.
- Klein, Milton M., - Social Studies for the Academically Talented Student in the Secondary School. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1960.
- National Education Association, - Finding and Educating the Academically Talented Student. 1201 Sixteenth Street, N.W., Washington 6, D.C.
- National Education Association Administration: - Procedures and School Practices for the Academically Talented Student in the Secondary School. 1201 Sixteenth Street, N.W., Washington 6, D.C. 1960.
- Paschal, Elizabeth, - Encouraging the Excellent. The Fund for the Advancement of Education, 477 Madison Avenue, New York 22. New York.

Passow, A. Harry, - Enrichment of Education for the Gifted, - Education for the Gifted, National Society for the Study of Education, 57th Yearbook, Part II, Nelson B. Henry, ed. (Chicago: University of Chicago Press, 1958), 193-221.

Starr, W. H., Thompson, M. P., Walsh, D. D., - Modern Foreign Languages and the Academically Talented Student. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1960.

Southern Regional Education Board. - The Gifted Student, A Manual for Program Improvement. 130 Sixth Street, N.W., Atlanta, Georgia, 1962.

U. S. Department of Health, Education, and Welfare, Office of Education - The Gifted Student: Cooperative Research. Washington, D. C. 1960.

Waetjin, Walter (Ed), - Human Variability and Learning. Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1961.

Ward, Virgil, - Educating the Gifted -- an axiomatic approach. Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus 16, Ohio, 1961.

Ziegfield, Edwin, (Ed.) - Art for the Academically Talented Student in the Secondary Schools. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.



suggested visitations

In 1962 the following schools were identified by a national research project concerned with programs for gifted pupils. Schools were selected on the basis of national project consultants, national authorities on gifted programs and reports in current professional literature.

The following schools may be easily accessible for observation by staff members of the public schools of Bucks County. For further information, consult "The Gifted Student: A Manual for Program Improvement" listed in the reading resource section of this booklet.

Allentown (Pennsylvania) City School District

Baltimore Public Schools (Maryland)

Bronx High School of Science (New York City)

Brookline (Massachusetts) High School

Cheltenham Township School District
(Elkins Park, Pennsylvania)

High School of Music and Art (New York City)

Hunter College Elementary School (New York City)

Newton (Massachusetts) High School

Pittsburgh Public Schools

Russell Elementary School (Brockton, Mass.)

The following programs have been identified within Pennsylvania by the State Department of Public Instruction: Blair County Program, Easton High School, Indiana County Program, Radnor High School, and Warren County Program.

School District _____

Ducks County Public Schools

Provisions for Gifted -- Inventory of District Practices

Please indicate use of or provision for any practice numbered below by

V - used or provided by district

VV - used or provided very effectively by the district.

If not used or provided for, omit check. (V).

A. Gifted as defined by district. If used, give year organized program began.

- ___ 1. academically gifted
- ___ 2. creatively gifted
- ___ 3. talented
- ___ 4. academically able
- ___ 5. creatively able
- ___ 6. other (specify) _____.

B. Educational levels for identification of Gifted

- ___ 7. pre-school identification
- ___ 8. whenever teacher recognizes or refers
- ___ 9. at various grade levels by periodic surveys
- ___ 10. reassessment of pupils at secondary level
- ___ 11. other (specify) _____.

C. Data used in identification of pupils

- ___ 12. results of individual testing
- ___ 13. results of group testing
- ___ 14. evidences of achievement or accomplishments
- ___ 15. opinions of teachers
- ___ 16. individual history of child
- ___ 17. estimates of social and emotional factors
- ___ 18. other (specify) _____.

In item D, consider "special", "smaller", "additional" to mean above and beyond provisions made for average pupils.

D. General provisions for Gifted

- ___ 19. special classes (all or part day)
- ___ 20. smaller pupil-teacher ratio for the gifted
- ___ 21. special services other than teaching (testing, counseling, etc.)
- ___ 22. special resources (materials, equipment) within classrooms
- ___ 23. special resource centers (other than classroom) in laboratories, libraries, etc.
- ___ 24. additional library provisions
- ___ 25. use of individual study areas
- ___ 26. special selection of teachers
- ___ 27. special training of teachers
- ___ 28. special work with parents
- ___ 29. field trips (additional)
- ___ 30. work experiences (additional)
- ___ 31. seminars (additional)
- ___ 32. extended day offerings
- ___ 33. night offerings
- ___ 34. Saturday offerings
- ___ 35. summer offerings
- ___ 36. additional budgetary provisions for the gifted
- ___ 37. additional utilization of community resources (museums, consultants, industries, etc.)
- ___ 38. other (specify) _____.

F. Organizational arrangements for Gifted (Elementary)

- ___ 39. early admission of beginners
- ___ 40. ungraded class sections
- ___ 41. dual progress programs
- ___ 42. mental ability grouping
- ___ 43. individual schedule for pupils
- ___ 44. acceleration of grade, subjects and/or content
- ___ 45. enrichment by subjects and/or content
- ___ 46. summer programs of enrichment or acceleration
- ___ 47. other (specify) _____.

F. Organizational arrangements for Gifted (Secondary)

- ☐ 48. acceleration of grade, subjects and/or content
- ☐ 49. enrichment by subjects and/or content
- ☐ 50. advanced placement
- ☐ 51. honors courses
- ☐ 52. individual selection of subjects and program planning
- ☐ 53. special seminars
- ☐ 54. mental ability grouping
- ☐ 55. special electives
- ☐ 56. summer programs of enrichment or acceleration
- ☐ 57. other (specify) _____.

G. Content organized or presented differently for Gifted

- | | |
|---|---|
| ☐ 58. Art | ☐ 65. English |
| ☐ 59. Mathematics | ☐ 66. Other languages |
| ☐ 60. Music | ☐ 67. Business Ed |
| ☐ 61. Physical Education | ☐ 68. Industrial Arts |
| ☐ 62. Science | ☐ 69. Home Economics |
| ☐ 63. Social Studies | ☐ 70. Technical subjects (secondary) |
| ☐ 64. Reading | ☐ 71. Other (Specify) _____. |

H. Changes in teaching responsibilities for Gifted

- ☐ 72. regular duties divided differently (e.g. departmentalized elementary)
- ☐ 73. regular duties combined in new ways (e.g. two teachers combine groups)
- ☐ 74. leadership positions created in faculty (e.g. team leader appointed)
- ☐ 75. resource people assist with instruction
- ☐ 76. use of master teachers
- ☐ 77. other (specify) _____.

I. In-service activities for staff

- ☐ 78. special workshops devoted to gifted on in-service days
- ☐ 79. district-wide committees for the development of programs for the gifted
- ☐ 80. staff attendance at local, state, etc. meetings related to programs for the gifted
- ☐ 81. development of curriculum materials centers and professional libraries related to giftedness.
- ☐ 82. other (specify) _____.

J. Use of equipment and materials for instruction of Gifted

- | | |
|---|---|
| ☐ 83. visual projectors | ☐ 89. individual listening, recording, or viewing booths |
| ☐ 84. sound recorders & players | ☐ 90. other equipment |
| ☐ 85. "programmed instruction" with machines | ☐ 91. films or recordings |
| ☐ 86. textbooks | ☐ 92. other materials (specify) |
| ☐ 87. workbooks | |
| ☐ 88. packaged kits | |

- ☐ 93. Is a written description of your program available? (title, list of pupils, goals, follow-up, etc)
- ☐ 94. May program be visited during school year?

Give names of buildings which may be visited:
grade levels and/or subjects _____

Signature, Chief School Administrator

Name of person to contact re: descriptions or visits

Position in District

Please add any additional comments on the other side of this page.

OFFICE
OF THE
COUNTY
SUPERINTENDENT
OF
SCHOOLS

Louis W. Pender

Morton Botel (Dr.)

L. Garth Burns

Lucy T. Davis (Dr.)

Edward J. Dillon

Paul Gruber (Dr.)

Melvin G. Mack

John E. Shaffer

Joseph S. Tezza (Dr.)

Elizabeth Wright (Mrs.)

George E. Raab (Dr.)

COUNTY SUPERINTENDENT

March, 1964